UNIVERSIDAD DE LA RIOJA

TRABAJO FIN DE ESTUDIOS

Título

A Cognitive-Linguistic Proposal for the Teaching of Phrasal Verbs

Autor/es

JON ARISTONDO GÓMEZ

Director/es

PAULA PÉREZ SOBRINO

Facultad

Escuela de Máster y Doctorado de la Universidad de La Rioja

Titulación

Máster Universitario de Profesorado, especialidad Inglés

Departamento

FILOLOGÍAS MODERNAS

Curso académico

2019-20

publicaciones.unirioja.es
E-mail: publicaciones@unirioja.es

TRABAJO DE FIN DE MÁSTER

A Cognitive-Linguistic Proposal for the Teaching of Phrasal Verbs

Autor

Jon Aristondo Gómez

Tutora: Paula Pérez Sobrino

MÁSTER:

Master en Profesorado, Inglés (M04A)

Escuela de Máster y Doctorado

Año Académico: 2019/2020

Table of Contents

0. ABSTRACT / SUMMARY

Phrasal Verbs (PV) are essential aspects of the English language. Nevertheless, they are often problematic for English as a Second Language (ESL) students. This undergraduate dissertation will analyze the current methodology for teaching PVs, as well as general conceptions surrounding them in order to diagnose areas where improvement may be possible. The goal of this project is to present an innovative proposal for teaching PVs based on cognitive science and linguistics, which incorporates Interaction and Communication Technologies (ICTs) and Visual Learning into the approach. With this purpose, the manner in which Cognitive Linguistics have been applied to the area of ESL will be analyzed, specifically in the field of Phrasal Verbs. This will serve as a baseline for an innovative proposal for the teaching of PVs through Cognitive Linguistics.

Los Phrasal Verbs (PV) son aspectos esenciales de la lengua inglesa. Sin embargo, se trata de un aspecto a menudo problemático para alumnos de Ingles como segunda lengua. Este proyecto analizara los métodos actuales para la enseñanza de los PVs, así como la concepción general acerca de estos, con el objetivo de diagnosticar aspectos en los cuales sea posible mejorar. El objetivo del proyecto es presentar una propuesta de innovación para la enseñanza de los PVs, basada en ciencias cognitivas y lingüísticas, que incorpore el aprendizaje visual y las Tecnologías de Interacción y Comunicación (TIC). Con este propósito, se analizará la manera en que la Lingüística Cognitiva ha sido aplicada a la enseñanza del inglés como segunda lengua, en concreto en el ámbito de los PVs lo cual servirá como base para una propuesta innovativa para la enseñanza de PVs a través de la Lingüística Cognitiva.

Keywords: Phrasal Verbs, Cognitive Linguistics, Conceptual Metaphor, Image Schema, Mind-Map

1. INTRODUCTION AND JUSTIFICATION

The importance of phrasal verbs (PVs from now on) cannot be understated. Yasuda (2012) explains that according to Crutchley (2017) “they are the most frequently occurring idiomatic strings of language in both spoken and written English” (p. 250). Furthermore, Gardner & Davies (2007) explain that PVs “add a definite richness to the language” (p. 339). Therefore, they are essential tools for communication regardless of the level of the speaker.

Nonetheless, it would seem that, in many cases, the difficulty of acquiring PVs is disregarded in ESL classrooms, as students do not improve their level of proficiency in this area at the same pace as in other aspects of communication, such as fluency or vocabulary (Hart 2017). Moreover, according to Kamarudin & Zamin, “learners generally have great difficulties in understanding and using this linguistic form due to various factors” (2018, p. 158). On the one hand, authors such as Hart (2017) argue that these issues stem from factors such as the “idiomatic nature” of PV or “the false notion among some instructors that [all] phrasal verbs are informal” (p. 1). On the other hand, Kamarudin & Zamin (2018), through textbook analysis, found out that issues such as frequency or overall usefulness are not accounted for when it comes to selecting phrasal verbs, as “learners at all levels are presented with low frequency PVs” (Kamarudin & Zamin, 2018, p. 160). In other words, learners are exposed to uncommon phrasal verbs which they are not likely to encounter in basic level texts. Therefore, if these PVs are perceived as not useful, motivation might diminish. In addition, according to Ganji (2011), “phrasal verbs are presented in course books or by teachers telling students that they will just have to learn them by heart, thereby implying that there is no system” (p. 1498).

We will delve into these topics further down the project. Notwithstanding, two general conclusions can be reached from the mentioned authors. Firstly, that PVs are indispensable tools for ESL students. Secondly, that in spite of their importance, PVs may not be given the importance they deserve in ESL classrooms. Furthermore, it also seems clear that not a single element is to blame, since the authors mention issues ranging from attitudes

towards PVs, to conventions in the creation of textbooks and even the very nature of PVs.

Considering all of this, I believe that innovative proposals for the teaching of PVs are necessary in order to develop an effective methodology for their teaching.

2. GOALS

The main purpose of this project is to present an innovative proposal for the teaching of PVs. With this aim in mind, I will delve into the issues that account for the current state of PV teaching. I will consider aspects related to the area of cognitive linguistics such as conceptual metaphors, and attempt to apply them to the teaching of PVs which may provide an effective alternative method. The method will focus on the teaching of PVs which are idiomatic, as these are often more difficult than non-idiomatic PVs. Nonetheless, students will acquire these PVs through knowledge of non-idiomatic (and therefore easier to learn) PVs.

To begin with, a linguistic analysis of PVs will be carried out, including aspects such as their function, register or degree of usage in common language or their complexity. I will investigate the extent to which linguistic and conceptual features in PVs may help students to gain a deeper understanding and acquisition of the target language in detriment of mere memorization.

Since the project is aimed at B2 level students, I will research the selection process of textbooks corresponding to that level and will critically assess the validity of the selection process (or lack thereof). In doing so, I will consider aspects such as the guidelines followed in the selection process, or the number of phrasal verbs that are selected from a critical viewpoint.

Furthermore, current methodologies for the teaching of PVs will be analyzed, considering their degree of success in order to discover their strengths and weaknesses. Moreover, cognitive aspects such as motivation to learn PVs or perceptions surrounding them will be studied in order to go beyond purely linguistic research. Specifically, perceptions held by teachers will be the focus, as these are often transmitted to students. Amongst these cognitive aspects, I will consider which of them are byproducts of, or are affected by, methodology.

In addition, I will delve into the area of Cognitive Linguistics (CL) in order to analyze the manner in which CL has been applied in ESL contexts and assess the advantages which a CL based approach may offer. Moreover, I will analyze the possible application of mind-maps on ESL.

Finally, I will provide a cognitive-linguistic oriented method for the teaching of PVs based on the aforementioned aspects that serves as an answer to the apparent problematic nature of teaching PVs, by incorporating cognitive science and visual learning into the teaching of this area of vocabulary. This approach hinges around the semantic motivation of the PV (complemented with visual aids), and suggests to organize the teaching of PVs around clusters of meaning instead of alphabetically arranged lists. The main expected outcome of this approach is to aid students in developing a set of intuitions for inferring the meanings of unknown PVs.

3. THEORETICAL FRAMEWORK

3.1 Current teaching methodologies of PVs

In this section of the project, I will discuss the manner in which current methodologies approach the learning of PVs. To begin with, Neagu (2007) explains that PVs "are believed to be a notoriously difficult part of the lexicon, […] especially for learners who lack [PVs] in their mother tongue, such as Romanian speaking students, and Spanish speaking students" (p. 122).

In *Corpus-Based Approaches to English Language Teaching* (2010), Rafael Alejo González claims that "almost any teacher with experience in the area of [ESL] will point out [PVs] as a source of difficulty for their students". Moreover, the author claims that while PVs are generally problematic, "they might affect students in different ways, the L1 of the students being [sic.] the most likely explanation" (Alejo González, 2019, p. 149). Furthermore, according to Gonzalez, "Swedish and Dutch students experience a lesser degree of difficulty, while students whose L1 is a romance language may have more trouble with these verbs" (149). Therefore, transfer could be one of the factors which causes PVs to be problematic. For instance, Kharitonova (2013) mentions cases of negative transfer where "Norwegian native speakers will choose PVs that look similar to Norwegian ones, but in the given English context do not make sense" (p. 64). In addition to this, Alejo (2010) explains that "Spanish L1 learners are less likely to use PVs than Swedish L1 learners [as a result of the fact that] Spanish lacks this category of verbs while Swedish does not" (p. 158).

Nevertheless, there are other possible hypotheses. Kamarudin & Zamin point out text-books as partly responsible. They argue that students should first learn those PV which will be more useful when it comes to communication. In other words, frequent PVs should be taught first, and in the case of polysemous PVs, common meanings should be the focus, especially on lower levels of proficiency. For instance, when writing *English Phrasal Verbs in Use*, McCarthy & O'Dell (2004) selected a number of Phrasal Verbs which were "identified as significant by the CANCODE corpus of spoken English, developed at the university of Nottingham in association with Cambridge University Press and the Cambridge

International Corpus of written and spoken English" (4). Nonetheless, through textbook analysis, Kamarudin & Zamin found out that issues such as frequency or overall usefulness are not accounted for when it comes to selecting phrasal verbs, as "learners at all levels are presented with low frequency PVs" (2018, p. 160). Here we encounter an issue that might be detrimental to the learning processes of L2 learners. Learners are exposed to uncommon phrasal verbs which they are not likely to encounter in base level texts. Therefore, if these PVs are perceived as not useful, motivation might diminish. Nonetheless, this proposal will focus primarily in the methodology of teaching of PVs rather than the selection process.

To continue, White (2012) argues that "the issue of unpredictability is obviously a troublesome one for learners of English. [In fact,] the opacity, or non-compositionality, [of certain PVs] has been recognized as a major source of difficulty" (White, 2012, p. 419). In addition, he cites the issue of PVs being polysemous. He explains that:

> "many phrasal verbs are polysemous. In an analysis of the British National Corpus, Gardner and Davies (2007) found an average of 5.6 different meanings for each of the100 most frequent verb + adverbial particle constructions (p. 353). In fact, in the dictionary cited earlier, one will find 21 separate definitions for go on. Although Ravin and Leacock (2000) posit an etymological and semantic relationship between polysemes, the researchers concede that this relationship is sometimes impossible to perceive." (White, 2012, p. 149)

In order to further explain this point, he points out the following example: "He's going on vacation" [and] "He just went on Vicodin" (White, 2012, p. 420)." The author claims that "it is impossible to draw a relation between beginning to take medication and turning a particular age [in the sentences]" (White, 2012, p. 420)

The author claims that the issue is that presenting PVs in this manner results in "plain memorization [being] what is expected of learners rather than any kind of semantic analysis. [Which in turn results in] learners [sometimes struggling] when they encounter phrasal verbs used in manners outside the scope of exercises in textbooks" (White, 2012, p. 420).

To conclude this section, I will summarize the three main issues that affect the teaching of PVs negatively. To begin with, the issue of transfer is difficult to tackle.

Moreover, there are problems with the manner in which the PVs that are going to be taught are selected and presented to students, sometimes alphabetically ordered and sorted out by preposition. Lastly, the issue of PVs being presented as purely idiomatic expressions as well as being polysemous, which in turns presents memorization as the only option to study them, will be the main problem which the proposal will try to solve.

3.2 Phrasal Verbs: Between Idiomaticity and Compositionality

I believe that understanding what PVs are from a linguistic (CL) standpoint is essential in order to attempt to create alternative teaching methods. As mentioned, the fact that PVs are presented as purely idiomatic is one of the main explanations behind the fact that PVs are often required to be memorized. Nonetheless, proving that PVs are in fact not purely idiomatic and that their meanings can be inferred by analyzing the verbs and particles which compose them, would allow us to consider the option of an alternative approach. This approach could serve as a valid alternative to memorization.

We will start by stablishing the three guiding hypotheses of cognitive linguistics. Cognitive Linguistics combines insights from linguistics, psychology and cognitive science in their approach to the study of language. Croft & Cruse (2004) mention the three main hypotheses which CL are based on. The first hypothesis is that “language is not an autonomous cognitive faculty” (p. 2). The claim is that linguistic knowledge is no different from any other area of knowledge as a result of the fact that “the representation of linguistic knowledge is essentially the same as the representation of other conceptual structures [and] the processes in which that knowledge is used are not fundamentally different from cognitive abilities [used] outside the domain of language” (p. 2).

The second hypothesis states that “grammar is conceptualization” (p. 2). In addition, “conceptual structure cannot be reduced to a simple truth-conditional correspondence with the world. [Furthermore,] a major aspect of human cognitive ability is the conceptualization of the experience to be communicated” (p. 2). Croft & Cruse (2004) argue that “grammatical inflections and grammatical

constructions play a major role in construing the experience to be communicated in specific ways" (p. 2).

Lastly, "the third major hypothesis […] is that knowledge of the language emerges from language use. That is, [linguistic] categories and structures […] are built up from our cognition of specific utterances on specific occasions of use" (p. 2). This hypothesis further reinforces the idea that language is similar to any other area of knowledge, as it can be developed through applying that knowledge in real world situations.

To continue, in the book *Phrasal Verbs: The English Verb-Particle Construction and its History* (2012), Stefan Thim explains that "Phrasal Verbs are made up of two components: a verb and a particle which is typically homonymous with an adverb or a preposition" (p. 10). Examples of common PVs are present in Table 1.

Table 1. Examples of PVs, taken from *Grammar and Vocabulary for Cambridge First* (adapted from Prodromou, L. 2012, p. 36)

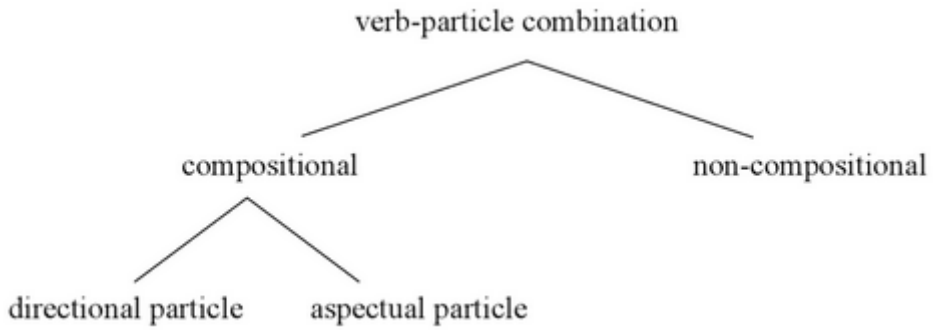
Phrasal Verb	Meaning/ Use	Example
bring back *smth* / bring *sth* back	reintroduce	*They are going to **bring back** the old system.*
call off *sth* / call *sth* off	cancel	*They **called off** the trip when Granny died.*
grow up	develop from a child to an adult	*I **grew up** on a farm.*
put *sth* off/ put off *sth*	postpone	*If it rains, they'll have to **put off** the match.*
bring up *sb*/ bring *sb* up	Raise (a child)	*Mrs Evans **brought up** five children.*

Thim (2012) quotes the following list of particles: "*aback, aboard, about, across, after, ahead, along, apart, around, ashore aside, astray, asunder, away, back, behind, by, down, forth, forwards, home, in, off, on, out, over, past, round, through, to, under,* [and] *up*" (p. 11) as the main particles which form PVs. It is therefore clear that there is a considerable number of particles which may be combined with various verbs in order to form different PVs. Hence, this is one of the major reasons for the difficulty of PV acquisition in ESL. These PVs are all formed by the combination of a verb with a particle. Furthermore, specific verbs can go accompanied by more than one particle, such as in the case of *bring* (verb) *up* (particle) and *bring* (v.) *back* (p. 11).

To continue, Thim (2012) explains that PVs can range from being purely idiomatic (such as in the case of *give up*) where "[the PV's] meaning cannot be inferred from the individual lexical meanings of [their] components" (p. 11). , to "being entirely compositional [such as in the case of *come in* where "[t]he meaning of a complex expression is determined by its structure and the meanings of its constituents" (Szabó, 2017, par. 4).

Thim (2012) proposes a semantic classification of PVs which captures the degree to which they are idiomatic expressions. This classification is represented in Figure 2. In this case, PVs are the complex structures, and its constituents are the verb and the particle. Within Thim's classification, two types of PVs are distinguished following this criteria, non-compositional PVs and compositional PVs, which I will discuss more in this section. Amongst compositional PVs, two further categories are distinguished: PVs containing directional particles and PVs containing aspectual particles.

Figure 2. "*Semantic classification of phrasal verbs"* (Thim, 2012, p. 13)

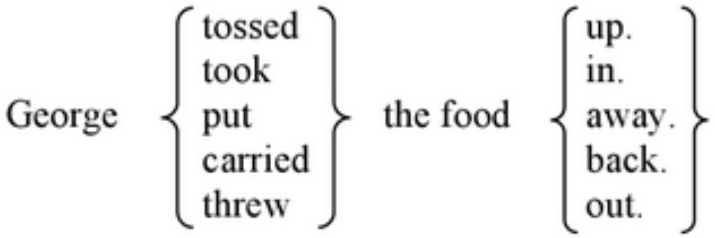


At first glance, there seems to be no correlation between the meaning of compositional and non-compositional PVs. Nonetheless, when considering the PVs *put something off* and, which means to postpone, and *drive off*, which means to move away in a vehicle, I can infer that the particle *off* implies distancing. In the first, it is temporal distancing, while in the second it is physical distance. The meanings of both PVs are related by means of metaphorical extension, a process discussed in the area of Cognitive Linguistics, which I will return to in section 4.

Regarding compositional PVs, the author explains that "the verb combines with a directional particle and the whole construction is transparent from the meaning of its constituents" (14). Examples of PVs which could be considered transparent, and therefore easier to learn, include *come in, go out, or get up*. As a result, since the meaning of the particles can be inferred from its components, I would argue that they are the least idiomatic of PVs, and therefore easier to learn. This is an extremely important claim, as it contradicts the claim that PVs are idiomatic, which is one of the hypotheses that Hart (2017) presents as an explanation for the difficulties of ESL students in learning PVs. This seems to go in line with the notion that, while certain PVs are idiomatic, there are cases where aspects of their composition from which meaning can be inferred in certain cases. I will analyze the implications and extent of this idea when it comes to ESL in a future section.

Thim (2012) develops his definition of compositional PVs by denoting that "the formation of such compositional constructions can be illustrated by the exchangeability of verbs and particles" (p. 14) illustrated in figure 3.

Figure 3. Compositional Constructions. (Thim, 2012, p. 14).



Thim (2012) distinguishes PVs with aspectual particles within the category of compositional PVs. When it comes to defining aspect, the author adopts the following definition:

> ASPECT: grammatical category; non-deictic; concerned with situation-internal time; presentation of some situation as incomplete/ in progress/ existent ('from within') or complete ('from without') at a given point/period in time. (Kortmann 1991, p. 19).

Thim (2012) explains that the meaning of an aspectual PV can also be inferred from its components. The reason for this distinction is that "the particles in these constructions are not directional, but aspectual" (p. 17). In order to prove this distinction, the author presents and analyzes the following sentences:

(1) *He used our supplies.*

(2) *He used our supplies up.*

Thim (2012) claims that:

> the difference between [(1) and (2)] is that in the second sentence, the verbal event of the first sentence is directed towards a final stage that is not expressed by the simple verb, […] i.e. the particle [up] introduces 'the concept of a goal or an endpoint durative situation which otherwise have no necessary terminus' (Brinton 1985: 160)" (p. 17).

Therefore, specific meanings can be inferred by specific particles in certain contexts such as sentence 2. This further reinforces the notion that PVs are not purely idiomatic. Similarly, in the sentences:

(3) I filled the bottle.

(4) I filled the bottle up.

In sentence (3) it could be assumed that the bottle was partially filled. On the other hand, in sentence (4), the particle *up* introduces that the bottle was filled entirely. Therefore, in this case, *up* acts as an aspectual particle, meaning that the PV *fill up* is compositional and aspectual.

Notwithstanding, according to Thim (2012), "the idiomatic [or non-compositional] constructions are different from the two preceding groups in that their meaning cannot be inferred from the meaning of their elements. […] Examples of PVs labeled as non-compositional include *give up, give in*, or *get by* (Thim, 2012, p. 19).[1] Thus, Idiomatic PVs are more difficult to learn for ESL students. Nonetheless, as I will explain in section 4, according to Cognitive Linguistics, the meanings of compositional PVs are metaphorically extended into the abstract, non-compositional, realm. Therefore, the meanings of these PVs can be inferred if the learning is focused on the metaphorical extension, and teaching ESL students how to do so will be one of the goals of the proposal.

3.3 A Case Against Memorization

To continue, Ungerer and Schmid (2013) provide the following example in order to explain how cognitive linguistics differ from other areas of linguistics.

> For the linguist [the simple utterance] 'Our car has broken down' calls for quite an elaborate explanation. As far as the meaning and the grammar of the sentence are concerned, a traditional description would try to paraphrase the meaning of the words used. It would analyze a clause pattern […] and would probably go on to discuss the use of the present perfect tense (p. 1).

In contrast, they explain that "the experimental, the prominence and the attentional view [of language], are three interlocking ways of approaching language via its relation to the world around us, which between them describe

[1] However, the author acknowledges that clear-cut boundaries between the three semantic classes are virtually impossible to draw" (Thim, 2012, p. 20)

the core areas of cognitive linguistics" (p. 3). I will now discuss these core areas in detail.

To begin with, the experimental view of words is related to how the manner in which we experience the world around us affects our processing of information. For instance, returning to the previous example of 'our car has broken down', "a car does not break down just like a chair collapses" (Ungerer & Schmidt, 2013, p. 2). However, we are able "use our knowledge of chairs or other equally familiar objects collapsing in order to understand what happens when the car's engine suddenly stops working" (Ungerer & Schmidt, 2013, p 2).

Meanwhile, the prominence view of words deals with how we order information in our sentences, which explains why we place "the most interesting and prominent" elements of a situation at the beginning of a sentence. This is the reason why "the car crashed into the tree" is a natural description of the situation being expressed, while "'the tree was hit by the car" is not (Ungerer and Schmidt, 2013, pp. 2-3).

Lastly, the attentional view deals how we select the information which we communicate. For instance, "the sentence *the car crashed into the tree* selects only a small section of the event we probably conjure up in our minds: how the car started to swerve, how it skidded across the road and rumbled into the verge" (Ungerer and Schmidt, 2013, p. 3). The reason is that we do not view this information as important, and therefore omit it from the sentence (Ungerer and Schmidt, 2013, p. 3).

In order to provide an additional example, I will discuss the utterance 'we went through a difficult crisis'. It is evident that a crisis is not a physical space, therefore it is not possible to go through a crisis in the same manner that a car goes through a tunnel. Nonetheless, I can extrapolate the concept of a physical space such as a tunnel into the context of an experience such as a crisis. Therefore, I would conclude that when someone claims that they 'went through a crisis', it means that they have experienced a crisis which is now over.

Moreover, I will consider the utterance 'a famous painting was stolen' which may appear in a newspaper. The reason why the utterance may be more natural

than ‘the thieves stole a famous painting’ is that the famous painting is the most interesting part of the situation as well as the central piece of the event which is being described, as opposed to the thieves. In addition to this, the utterance ‘a famous painting was stolen’ does not describe the entire timeline of events which may have taken place, such as the planning of the robbery, the process of entering the museum and so on. Once again, the reason is that the painting being stolen is the crucial event where our attention is focused.

It is therefore clear that CL does not represent language as something to be studied in a vacuum. Instead, it seems clear that language is a cognitive skill just like any other, and that it is completely tied to cognitive processes. Moreover, it would seem that our use of language is tied to the manner in which we experience the world.

While I believe that all of these views of language may have interesting applications in the ESL classroom, this proposal will primarily focus on the experimental view of words, which allows us to comprehend unfamiliar by taking advantage of our knowledge of the world. In the same way, I will attempt to implement this view of words into the ESL classroom, so that students may be able to infer the meaning of unfamiliar (idiomatic) PVs by taking into account familiar (compositional) PVs. The process by which this is accomplished is called metaphorical extension, and it is related to the concept of Conceptual Metaphor.

In this area, Hoang (2014) explains that “[o]ne central principle of cognitive linguistics is that language is motivated, i.e., the relations between form, meaning and use are not arbitrary. Instead, language can be explained with links (or “motivations”, in cognitive linguistics term) to bodily or conceptual experiences” (par. 6). This idea goes in contrast with one of the problems with the teaching of PVs, the fact that they are considered idiomatic and arbitrary. CL contradicts this idea, and therefore, offers opportunities to develop alternative methods, which take into consideration the fact that language is motivated and should therefore be learned in a meaningful way.

For instance, to unpack a wardrobe means “to take the things out of the container. However, when we unpack an idea or a problem, “we analyze it and

consider it in detail" (Collins Dictionary, n.d.). In this case, I am taking what I know about containers and applying that knowledge to abstract concepts such as ideas or problems. To provide a specific example, in order to unpack a wardrobe, I would open it and take our clothes out of it. In addition, if I were to unpack the idea 'we must take care of the environment', I could point out the following ideas (we will refer to them as sub-ideas for clarity): 'we need the environment in order to survive', 'pollution leads to health problems', and 'global warming will lead to a rise of sea levels'. In this example, I could identify the original idea as the container of the sub-ideas.

By analyzing the idea in detail, I am opening it up and taking out its contents, in the same manner in which I would if I were talking about a physical container such as a wardrobe. Therefore, I am deriving meaning from a Conceptual Metaphor (CM from now on), namely, IDEAS ARE CONTAINERS.

Regarding CMs, Kövecses (2017) explains the background of CM theory in the following manner:

> Conceptual metaphor theory (CMT) started with George Lakoff and Mark Johnson's book, Metaphors We Live By (1980). The theory goes back a long way and builds on centuries of scholarship that takes metaphor not simply as an ornamental device in language but as a conceptual tool for structuring, restructuring and even creating reality (p. 1).

In other words, CMs are essential aspects of not only language, but also our understanding of reality. Moreover, the author provides the following definition: "a conceptual metaphor is understanding one domain of experience (that is typically abstract) in terms of another (that is typically concrete)" (Kövecses, 2017, p.1). Therefore, introducing CMs into ESL would result in a methodology which does not present language as a skill to be understood in isolation, but a tool by which we make sense of the world.

In addition, he selects the example, "ANGER IS FIRE" which is reflected in the following expressions: "That kindled my ire; Those were inflammatory remarks; Smoke was coming out of his ears; She was burning with anger; He was spitting fire; The incident set the people ablaze with anger" (Kövecses, 2017, p. 2).

Considering these examples, the author proposes “the following set of correspondences, or mappings […] : the cause of fire [equals] the cause of anger; causing the fire [equals] causing the anger; the thing on fire [equals] the angry person; the fire [equals] the anger; the intensity of fire [equals] the intensity of anger” (Kövecses, 2017, p. 2).

As an additional example, I could propose the metaphor PROBLEMS ARE WALLS. This metaphor is reflected in the following expressions:

5) He got through a difficult time and is doing better now.
6) We managed to get around our lack of experience by working hard.
7) They got over their differences and worked together.
8) She ran into issues with her computer.

With these examples, I could propose the following mappings: Getting through the wall equals getting through problems; getting around the wall equals getting around the problems; getting over the wall equals getting over a problem; running into a wall equals running into a problem. Moreover, Kövecses (2017) claims that:

> the mappings bring into correspondence the elements and the relations between the elements in the [source] domain [which is concrete (fire / wall)] with elements and the relations between the elements in the target domain [which is abstract (anger / problems). As a result, the author suggests that the] mappings from the fire [or wall] domain actually bring about or create a particular conception of anger [or problem] relative to the view of fire which we have just seen […]. [In other words,] a particular source domain is used to conceptualize a particular target domain (p. 2).

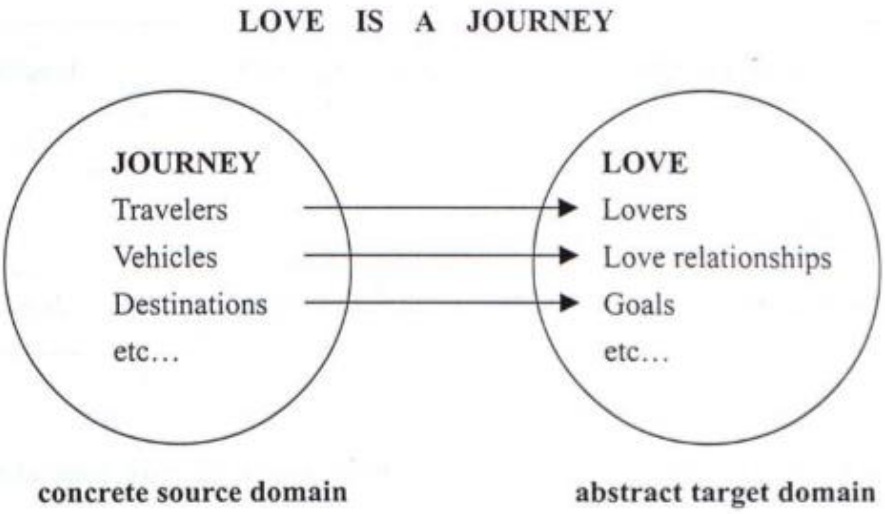
4. STATE OF THE ART

4.1 Cognitive Linguistics in ESL teaching

We will now to discuss the applications of CM theory in the teaching of PVs. To begin with, Kovács (2011) claims that "one of the most important assumptions shared by […] cognitive scholars such as Lindner (1981), Lakoff (1987), Rudzka-Ostyn (2003) and Tyler and Evans (2003) is that the meanings of [PVs] also go easily from the concrete to the abstract, and metaphors serve as a link between them" (p. 146). For instance, the utterances 'he got over the fence' and 'he got over his fear of heights' may be considered, where the first PV refers to surpassing a physical obstacle while the second one refers to overcoming abstract barriers such as negative emotions.

On the topic of mapping, Lakoff & Johnson (1980) explain that CMs allow us to "systematically use inference patterns from one conceptual domain to reason about another conceptual domain, [and that] the systematic correspondences across such domains [are] metaphorical mappings" (p. 246). In other words, as Chung-hong (2004) explains based on Lakoff & Johnson's (1980) work, "the term 'metaphorical expression' refers to the linguistic expression (i.e. phrasal verbs in the present research) that is the surface realization of the cross-domain mapping which operates at the underlying conceptual level" (p. 61). The author proposes the conceptual metaphor LOVE IS A JOURNEY as an example, where "words used in the source domain JOURNEY are systematically mapped onto the target domain" (p. 62). This mapping is visually represented in figure 4.

Figure 4. “Cross-domain mapping from concrete source domain to abstract target domain” (Retrieved from Chung-hong, 2004, p. 62).



In this area, Hoang (2014) mentions that “CMT-based instruction relies on the interactive properties between the source and target domains of metaphors and gives students a rationale to ponder upon why the phrases mean what they mean, which likely explains the learning gain” (par. 9). Therefore, CMT-based instruction differs greatly from the method of memorization, as it encourages students to think about the language they are learning, as well as its meaning. In the field of PV teaching, the PVs would be the target domain, while the specific domain would have to serve as a tool for their comprehension.

On this topic, Thom (2017) explains that “without the understanding of metaphor from cognitive linguistics, teachers are left with two primary ways to present phrasal verbs: semantic and syntactic organization” (p. 21). Semantic organization categorizes PVs divided in semantic groups such as ‘Emotions’ or ‘Sports’. As a result, PVs are grouped according to common contexts of use, which does not guarantee that they are related. For this reason, PVs are presented as lists to be memorized by the students (Thom, 2017, p. 21). This claim reinforces our previous idea that the method through which PVs are taught is a result of the manner in which PVs are perceived. On the other hand, syntactic organization “seeks to focus on the syntactic elements (either verbs or particles) and categorize the constructions accordingly” (p. 21). For instance, PVs could be

grouped into the category of ‘PVs which include the verb break which would include PVs such as: break down, break in, break up, break off or break through.

Thom (2017) explains that both of these approaches are problematic as a result of the fact that they “fail to identify the real motivations for meaning extension” (p. 21). Therefore, both approaches go back to the issue of memorization. Thus, following our initial idea that all language is motivated, and that memorization is not an effective approach for the learning of PVs, it may be possible to present an alternative approach based on CMT, which accounts for these issues. It may be beneficial to categorize PVs according to Conceptual Metaphors which drive their meaning. This approach may encourage ESL learners to think of PVs in depth. Nonetheless, I believe that merely categorizing PVs in such categories would not solve the issue of memorization being encouraged. I will return to these issues in the innovative proposal.

Furthermore, another advantage of such an approach would be that metaphors such as ANGER IS FIRE or PROBLEMS ARE WALLS can be represented visually through an Image Schema similar to figure 7. The inclusion of these schemas, combined with verbal examples and mind-maps (which I will delve into in section 4.2) may serve as effective methods for presenting an alternative to memorization.

Before explaining how Image Schemas are created, it is important to mention that they are a form of Visual Learning. In this area, Macwan (2015) claims that that “visual aids should be used in conjunction with other forms of communication such as speech [in education, since] an understanding of visual – verbal language enables better structures and efficiencies of communication” (p. 93). Moreover, the author explains that “different visual aids like pictures, videos and projectors helps the learners to understand the abstract ideas of the text and help in learning reading the language” (p. 95). This idea of understanding the abstract by visualizing it ties into the concept of mapping and metaphorical extension. Nevertheless, it is essential to stablish the manner in which PVs may be visually depicted in order to incorporate visual learning into this proposal.

With this aim, I will start by explaining how Image Schemas are created. According to Thom (2017), in order to delve into the area of visual representation of PVs, two important concepts must be discussed first. They are the concepts of *trajector and landmark*, which "help us label the way humans make sense of the world around them and focus on and speak of particular objects around them" (p. 22). The author quotes Rudzka-Ostyn's (2003) assertion that "we unconsciously foreground or focus on a (moving) entity and view it against a background seen as a container or surface (p.9)" (p. 23). Following this idea, the trajector is a "moving entity […] [and the landmark is] the container or surface against which [it] is viewed (p. 23). Thom illustrates this point by providing the following examples.

Figure 5. Sentences and their corresponding trajectors and landmarks. Adapted from Thom (2017, p. 23).

SENTENCE	**TRAJECTOR**	**LANDMARK**
1. He locked himself away in his room.	He	Room
2. He picked up the glass sitting on the table	Glass	Table
3. Bay took a paperback out of her backpack	Paperback	Backpack
4. Corbin pulled alongside the curb and stopped	Corbin's car	Curb

These examples follow the pattern which was mentioned before, namely, the entities labeled as trajectory (he, glass, paperback, and Corbin's car) are the moving entities, while the containers and surfaces against which the trajectors are viewed (room, table, backpack, and curb) are labeled as landmarks (p. 23).

Nonetheless, if this logic is reversed, landmarks will be presented as trajectors and vice versa, which would result in the utterances present in figure 6.

This idea can be tied into the prominence view of words which I previously discussed as a central aspect of Cognitive Linguistics that focuses on the manner in which we organize information. On that section of the project I discussed how an utterance such as 'The car crashed into a tree' seems more natural than 'The tree was hit by the car'. While this example may not be as informative as the ones proposed by Thom, I could make the case that the car is the *trajector* and the tree is the *landmark*, which would explain why inversing their positions results in an unnatural sentence.

Figure 6. Sentences and their corresponding trajectors and landmarks reversed. Adapted from Thom (2017, p. 23).

SENTENCE	**TRAJECTOR**	**LANDMARK**
1. *His room is locked around him.	Room	He
2. *The table is sitting under the glass.	Table	Glass
3. *Bay's backpack is surrounding a paperback.	Backpack	Paperback
4. *The curb is next to Corbin's car	Curb	Corbin's car

Thom's explanation of why the second set of sentences seems unnatural is that "the first set of sentences affirms our natural interpretation of the world around us, while the second set (the awkward sentences offset with asterisks) contradicts this organizational system by switching the foreground and background entities" (p. 23).

I have stablished the concepts of *trajector* and *landmark*. Nonetheless, I must now discuss how these terms can be applied specifically in the area of PVs. Explaining these concepts to students may be beneficial for them to be able

Figure 7 presents "a representation of the prototypical meaning of [the particle] *out*, based on its spatial-orientation" (Thom, 2017, p. 23). Both the landmark and the container are represented within the illustration. Moreover, the landmark and the container can stand for a number of entities (Thom, 2017, p. 24). As a result, the illustration can represent the following sentences: "Max rushed *out* of the house[;] Yes, we jumped *out* of our seats[;] Emma opened the cottage door to let the dog *out*[;] She stormed *out* of the courtroom; Moore told them to check *out* of the hotel[;] Minorities were driven *out* of their homes" (Thom, 2017, p. 24).

Figure 7. "Central Meaning of *Out*" (Thom, 2017, p. 24)

In addition, the illustration serves to present the metaphor USABILITY IS A CONTAINER, as

> [in the sentences] by the time you wore it out, it would be out of fashion anyhow [,] [t]he wave had washed out the road in some places [and] [t]he lock on the patio door had rusted out long ago, the concept of usability is represented by the container landmark, and the entities that move out of use (the dark dot) are thought to be leaving the containment of usability. The important piece to this visualization is that the image does not change. The only difference is the referents for the trajector and landmark, but the image of entities exiting a container remain the same. (p. 24)

Chung-hong (2004) provides additional examples of PVs being represented through illustrations. He explains that "if the meaning of the verb is known and the meaning of the particle is its primary or central or prototypical meaning, then

the meaning of the phrasal verb is literal" (p. 52). He provides the sentences "All the students put up their hands to volunteer [;] The villagers ran up the hill to attack the wolves [and] I looked up to the sky and thought of my past" (p. 52).

These PVs would belong to the previously mentioned category of compositional PVs with directional particles. As such, their meaning is quite transparent and requires no abstraction. Nonetheless, Chung-hong (2004) claims that the spatial meanings of these particles can be metaphorically extended. The author quotes Rudzka-Ostyn (2003), who states that spatial meanings are extended "when their literal meanings are extended to abstract, non-visible domains such as thoughts, intentions, feelings, attitudes, relations, social and economic interaction, etc (p. 4)" (p. 53). For instance, in the sentences "she could no longer put up with him anymore [and] he ran up a heavy bill and failed to pay it back […] the prototypical meaning of up, which is spatial and directional in the former examples, are metaphorically extended here to abstract domains such as toleration [and] accumulation" (Rudzka-Ostyn, 2003, p. 53).

When it comes to the application of these concepts, the author shares Thom's proposal of learning PVs through visualization. In this manner, the proposal is that schemas may be used. Schemas can be defined as a "representation of the spatial and directional relationships between objects which are moving or located with respect to other objects in the background as reference points. A relationship like this may for example consist of something being in or out of a container, or being in contact with something, or being somewhere on a vertical scale" (p. 68). Thom's and Chung-hong's proposals both rely on visual representation of PVs.

Moreover, the idea of extending the meanings of PVs metaphorically is also present, as "the figurative senses of the particles are […] metaphorically extended from the spatial, prototypical senses of the particles. [In fact,] Lindner even emphasizes that both the literal and figurative senses of a particular particle are connected and related to each other as they share the same image schema" (Chung-hong, 2004, p. 56).

Thom (2017) presents a number of advantages which cognitive linguistic approaches offer in contrast with more traditional approaches. To begin with, he

mentions that “use of visuals [such as Figure 7] have been shown to lead to better retention of vocabulary and stronger understanding of academic content” (p. 26).

In addition, he explains that the method is grounded in metaphor. Returning to the concept of metaphorical extensions, they motivate the meaning of non-compositional PVs, as their meanings are extended through conceptual metaphors. The use of image schemas allows as to represent this, as they allow students to visualize the reasons why, and the manner in which, the different meanings of PVs can be understood. (Thom, 2017, p. 26). As a result, it may be possible to apply metaphors into the teaching of PVs, since they account for aspects such as the motivation behind the meanings of PVs. Introducing Conceptual Metaphors in an ESL setting would therefore provide students with a more nuanced understanding of PVs, as opposed to the more traditional method of memorization.

Moreover, the author claims that the method is easier for teachers, since it does not require teachers to provide explanations related to each PV. Instead, PVs can be taught in groups which have connected meanings that are represented by a single image schema. Moreover, it is also possible for teachers to develop lessons organically, by moving from easier PVs (directional/ aspectual) to more difficult ones (idiomatic) by explaining how the meanings of the first group are extended into the abstract realm. (Thom, 2017, p. 26).

To continue, the method is also easier for students as a result of the fact that students are not required to memorize extensive lists of PVs individually, as they will instead comprehend the motivation and relation between the meanings, which will allow students to group PVs in more extensive and comprehensible categories. (Thom, 2017, p. 26). As a result, students will be presented with a method for learning PVs which accounts for how language is motivated, instead of relying in memorization, which may have positive effects not only in the time required to acquire PVs, but also in motivation. Moreover, it may be possible to aid students in developing an instinct for inferring the meanings of unfamiliar PVs by taking advantage of metaphorical extension.

Lastly, the use of “related [schemas] for diagrams [can be advantageous since, for instance,] [t]he out phrasal verbs all rely on a series of related container metaphors, and the visual illustrations reveal those relations. [To provide an example,] most landmarks are demarcated by either a container or surface image, which makes it simple for teachers and adds continuity for students learning these illustrations and meanings” (Thom, 2017, p. 26).

Returning to Thim’s (2012) classification of PVs, present Figure 2, I believe that the meaning of non-compositional PVs can be inferred from their compositional counterparts by using metaphorical extension. In section 3.2, *A Linguistic Analysis of PVs*, I explained that compositional PVs have transparent meanings which can be inferred from the meanings of the particles that form them, for instance *go down* or *come in*. As a result of the fact that their meanings are transparent, these PVs are easier to learn for ESL students. In contrast, idiomatic PVs such as *give up* do not have transparent meanings, which makes them more difficult to acquire. Nevertheless, CL concepts such as Image Schema and Conceptual Metaphor present an option to explain how compositional, or non-idiomatic, meanings of particles are metaphorically extended into those with idiomatic meanings. It may therefore be possible to propose a method for the teaching of PVs which aids students in comprehending how metaphorical extension occurs, which may allow them to develop an instinct in order to infer the meanings of PVs.

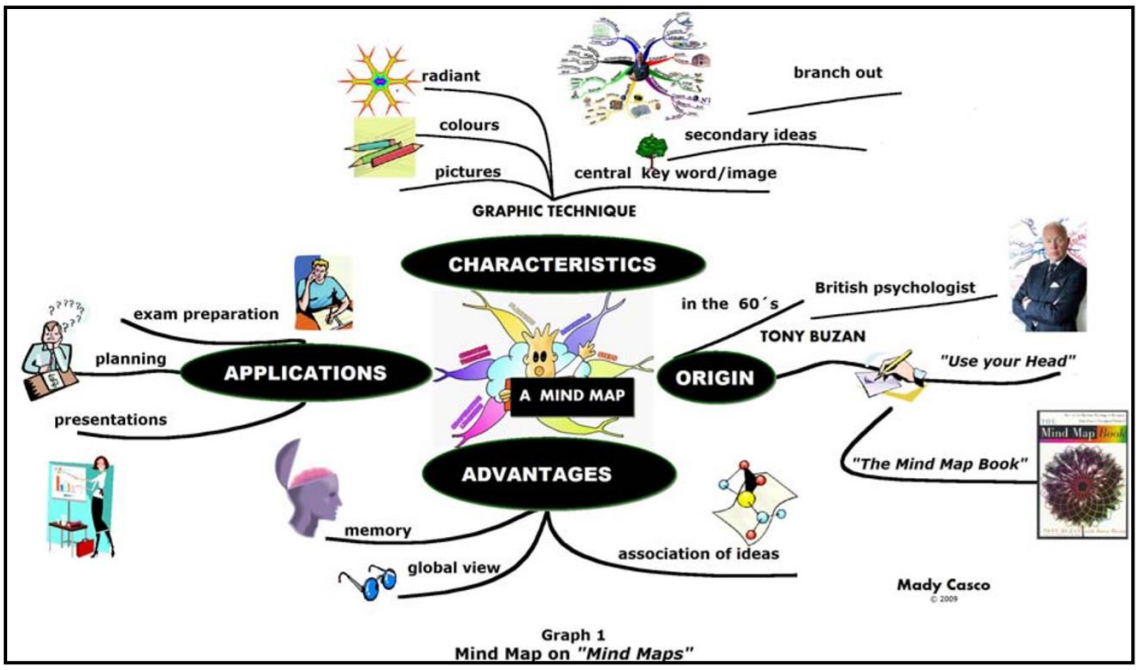
Considering all of this, I believe that CL can serve as a baseline for the proposal of an alternative approach to the learning of PVs which leaves memorization behind in favor of a method which revolves around visual learning.

4.2 Mind-maps

Let us now review another key concept for the teaching of PV from a cognitive-linguistic perspective. Considering that CL presents language as a cognitive skill which is not unique, strategies which are applicable to other skills should serve the same purpose when it comes to language. Since Image Schema will be one of the main resources which will be employed for the teaching of PVs, combining

this concept with other strategies for visual learning, such as mind-maps, may be beneficial. Budd (2004) explains that “[a] Mind Map is an outline in which the major categories radiate from a central image and lesser categories are portrayed as branches of larger branches” (p. 35). While mind-maps vary in form, figure 8 contains an example of a mind-map.

Figure 8. “Mind Map on ‘Mind Maps’” (Casco, M., 2009, p. 2).



In this area, the benefits of using mind-maps for ESL learning have been discussed by several authors. Casco (2009) claims that mind-maps “empower [sic.] the learner because it allows [them] to decide where to start and what to leave out. The possibility of making decisions develops a sense of self-efficacy and fosters autonomy. [In addition,] [m]aps stimulate creativity” (p. 7). Therefore, mind-maps place the learner at the center of the learning process, and allows them to develop their own materials.

In addition, Buran & Filyukov (2015) present the following benefits of implementing mind-maps into the ESL classroom:

> A radiant, hierarchical structure of mind maps and triggers help to grasp a lot of information [;] Keeping up-to-date and enhancing such skills as brainstorming and making presentations [;] Stimulating creative thinking and generating new ideas [;] Connecting all the details together [;] Visualizing and classifying the information [;] Analyzing and collecting the

> data [;] Exchanging the information [;] Understanding the learning material [;] Using information for collaborative work (p. 217).

Moreover, the authors claim that “the use of mind mapping technique in language teaching provides an active role for students, while a teacher becomes a facilitator and a coordinator, helping the students” (p. 218). In addition, they claim that “mind maps are useful for solving problems, brainstorming the ideas, learning new vocabulary, taking notes, improving reading skills and preparing presentations. [Therefore,] it can be concluded that mind mapping technique can be successfully implemented in the language classroom, providing creative and available tool for students, educators and researchers” (p. 218).

Furthermore, Gómez & King (2014) explain that “mapping activities for vocabulary acquisition […] have proven to be effective for the different learning styles students bring into the classroom” (p. 78). In addition, they explain that “a wide array of free software in the web […] currently offer[sic.] mind-mapping activities” (p. 78).

Considering all of this, I believe that combining the concepts of CM and Image Schema with mind-maps may have positive effects, as both place their focus on visual learning techniques which are advantageous to students. I will provide examples of how all of these may be implemented into the teaching of PVs in the section dedicated to the innovative proposal.

5. INNOVATIVE PROPOSAL

5.1 General Breakdown

I will now attempt to present an alternative approach to the teaching of PVs which takes CL into account. For this purpose, I will start by asserting that PVs meanings can be inferred and represented through CM. Moreover, I will integrate the aspect of visual learning which Thom (2017) introduced, as I believe that it may be advantageous for the acquisition of PVs by ESL learners.

This innovative proposal is aimed at B2 level ESL students. The primary goal will be to present a method for the learning of PVs which serves as an effective substitute for memorization. The proposal will be based on research carried out in the field of Cognitive Linguistics; specifically, the tasks which students will have to carry out will be based on visual learning resources such as Image Schemas and Conceptual Metaphors.

The project is designed as a year-long project, carried out in groups of five, although depending on the number of students in the specific classrooms, different distributions may be possible. Nevertheless, a minimum of three students per group would be necessary in order to ensure that cooperation is possible and effective.

Students will be allowed to work autonomously. Nonetheless, a number of deadlines will be stablished in order to ensure that students are progressing adequately. Thus, they will have to employ their time-management and cooperation skills in order to develop the project. In addition, they will receive feedback from their peer teachers which they will have to apply. As a result, students will also need to adapt their work throughout the project.

Overall, students will be placed at the center of the learning process. This means that they will be allowed a lot of freedom when it comes to how they organize their work and develop their materials. Notwithstanding, students will also have a lot of responsibility, since the materials which they develop will be

employed by their peers. This combination may have positive effect in the motivation of students.

5.2 Competences

To begin with, I will discuss the competences which will be developed throughout the proposal. Namely, the proposal will encourage students to develop communicative competence, digital competence, and learning to learn. Communicative competence will be improved through the acquisition of new vocabulary, while digital competence will be developed through the use of digital resources by the students in order to facilitate their own learning. Learning to learn will be tied to this, as students will develop their own materials after receiving instructions and general guidelines.

To be more specific, linguistic competence will be developed through the acquisition of PVs through CLs. The method will aid students in comprehending how the meanings of non-idiomatic particles are metaphorically extended into idiomatic PVs. The method may also be helpful in developing the necessary skills for inferring the meanings of idiomatic PVs. In addition, students will have to co-operate and hold a number of discussions focusing on the progress which has been made in the project, which will require them to justify and discuss their choices, such developing their oral communication skills.

In addition, students will be presented with a video which will serve as an introduction to CLs. Due to the topic of the video, the vocabulary employed will be quite technical. Therefore, students will be able to ask for pauses or subtitles in order to aid their comprehension. Students will then have to discuss and summarize the video. While this will not be the focus of the project, oral comprehension will be developed indirectly through this exercise.

As mentioned, digital competence will also be developed. Students will have to make use of ICTs such as *Mindmup 2.0*, an accessible tool for the creation of mind-maps, *Google Drive*, a great tool for cooperating in the creation of documents, or *Microsoft Paint*, which serves as a tool for creating simple visual representations, in order to fulfill a number of tasks. As a result, they will become familiar with tools which may be useful to them in areas beyond ESL.

Nevertheless, students will have the freedom to carry out research and choose alternative ICTs for the completion of these tasks if they are able to properly justify their choice by presenting a valid argument.

Learning to learn competence will also be a pivotal aspect of the proposal, as students will develop their own materials in order to facilitate their learning of PVs. By developing these materials, students will be placed at the center of the learning process, and teachers will act as guiding figures whose task is to provide guidance and feedback. The materials include the Image Schemas and mind-maps developed by using ICTs. Being able to represent information through mind-maps is a useful skill for organizing contents which students may have to learn. Therefore, students will be encouraged to be autonomous and resourceful learners. Furthermore, the application of visual learning will familiarize students with useful learning strategies.

5.3 Goals

We will continue by establishing a number of goals, both linguistic and non-linguistic, which will serve to illustrate the general direction of the proposal. Regarding linguistic goals, students will acquire vocabulary, specifically PVs specific to B2 level (e.g. *go down* or *fit in*). Common PVs should be emphasized, as they may be more useful.

In addition to this, regarding non-linguistic goals, students will engage in metalinguistic reflections about language. In other words, they will be encouraged to consider the reasons why a given PV has a given meaning. In other words, they will analyze the CM which makes the metaphorical extension of the meaning of a particle possible. I will also present a view of PVs which indicates that their meanings are not purely idiomatic. As a result, the notion that PVs must be memorized will be discarded.

Furthermore, students will become familiar with important concepts from the area of Cognitive Linguistics such as Image Schema or Conceptual Metaphors, as well as the different views of language, namely, the experimental, prominence and attentional views. The idea that all language is motivated will be emphasized. They will also become familiar with strategies for organizing and visualizing

information, such as mind maps or illustrations, and they will be encouraged to critically consider the advantages and disadvantages of such strategies, especially when compared to more traditional approaches.

It is worth pointing out that, while the innovative proposal will focus on PVs, students will learn about aspects of CL which may be applicable to other areas of ESL, and the same can be said for the emphasis which the proposal will place on visual learning, as well as other essential skills such as time management, applying feedback or working autonomously.

When it comes to the selection process for the PVs which will be taught, I believe that a pragmatic approach is necessary. I mentioned that one of the issues of PVs is that often rare or unusual PVs are presented to students. These PVs rarely appear on real communicative situations, and therefore will be discarded. Instead, students will have to note the PVs which they come into contact with in real situations or class exercises. As a result, their acquisition of PVs will be motivated by a necessity to communicate.

It is worth mentioning that the goal of the proposal is to present an alternative method for the learning of PVs. Thus, the selection process of PVs has not been developed, as curricular design is not part of the proposal, even though it is an essential aspect in the teaching of PVs

With the purpose of organizing and presenting said PVs, I will do so according to the Conceptual Metaphors that can represent their meanings. Nonetheless, students will have to organize them themselves, which will give students the chance to consider which CMs represent certain PVs best. Moreover, students will have to justify their decisions during the class discussions and the feedback sessions.

5.4 Methodology

This section will discuss the methodology guiding the teaching of PVs. As mentioned, the approach will revolve around visual learning, Conceptual Metaphor, and Image Schema. To begin with, I will present the PVs through mind-

maps categorized according to CMs, and accompanied by visual representations which may be beneficial for the acquisition of said aspects of language.

We must also mention that I will attempt to present an innovative proposal which explains the justification for learning PVs in this manner. With this in mind, a general explanation of CL will be offered to students. This explanation will also account for surface level information which will serve to contextualize this alternative approach. It will be essential to ensure that this explanation is accessible enough so that ESL students may comprehend it without difficulties. The goal of providing such an explanation is that it may boost motivation in students. Considering that a Cognitive Linguistic approach is quite a departure from the prevalent method of memorization, I believe that this explanation is necessary in order to ensure that students understand the logic, reasoning, and benefits of this method, and do not see it as a 'leap of faith'. I will now discuss the specific steps which will be followed:

5.4.1 *Step 1:* Introducing students to CL.

As mentioned, I will begin our proposal by introducing students to the concepts which they will be working with. CL are not common in ESL classrooms, and therefore this introduction will be necessary. Notwithstanding, I believe that an in-depth explanation of CL would not be realistic nor beneficial for ESL students. Therefore, I will attempt to present an accessible and simplified explanation of the key concepts which students should be familiar with for the purpose of learning PVs.

The video 'The art of the metaphor' by Jane Hirshfield (https://ed.ted.com/lessons/jane-hirshfield-the-art-of-the-metaphor#review) may serve as a good introduction to the concept of metaphors. I believe that the video should be watched with subtitles and that students should be given time to take notes while watching. In addition, I believe that the video should be paused after individual sections of relevance, in order to allow student to assess whether or not they are comprehending the contents, and to provide additional explanations if necessary. Moreover, after watching the video, it may be beneficial to hold a discussion and to share ideas and conclusions which have been reached. The

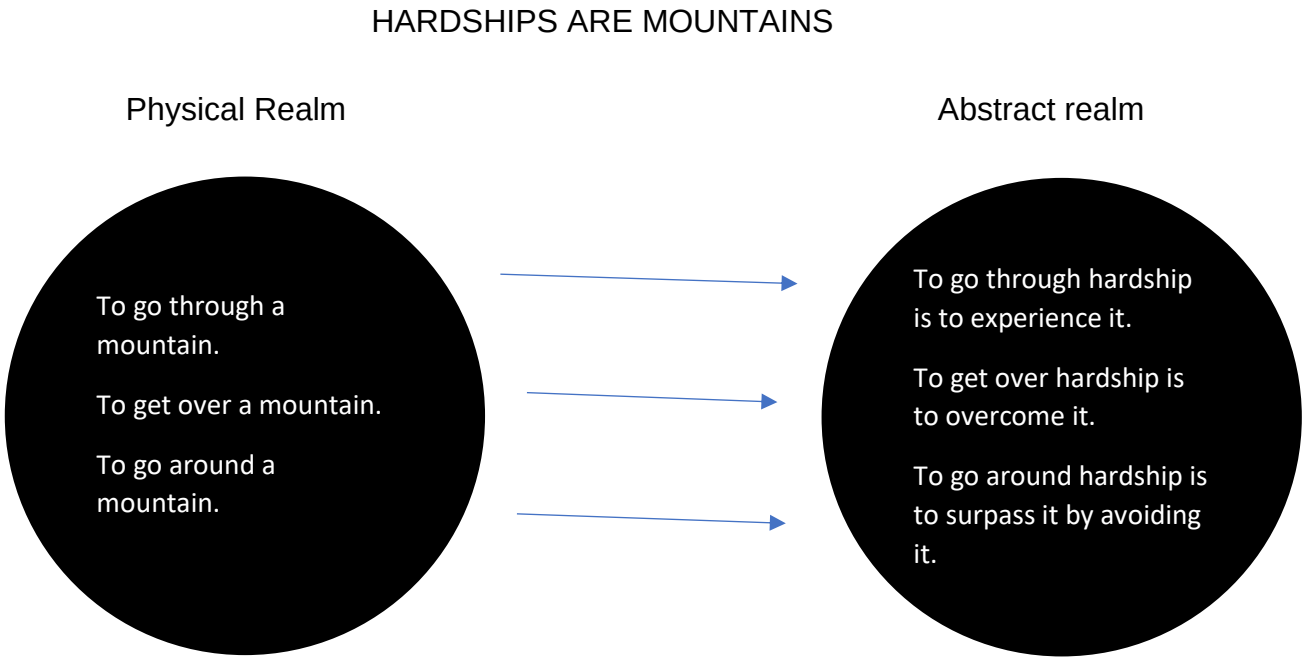
goal of this sessions will be to reach a common understanding of the concept of conceptual metaphors and mapping. I believe that the discussion should revolve around the following questions:

1) What is a metaphor?
2) Do we use metaphors to understand the world? Give examples.
3) Think about metaphors which may serve to describe the following emotions: Love ; Hate ; Courage ; Fear ; Happiness ; Sadness.

As optional contents, I believe that the videos 'A course in Cognitive Linguistics: Metaphor' by Prof. Dr. Martin Hilpert from the University of Neuchâtel (https://www.youtube.com/watch?v=R0BYLpwSM6E) and 'Metaphorically Speaking' by James Geary (https://www.youtube.com/watch?v=2cU56SWXHFw) may be useful for students interested in a more technical approach to metaphors.

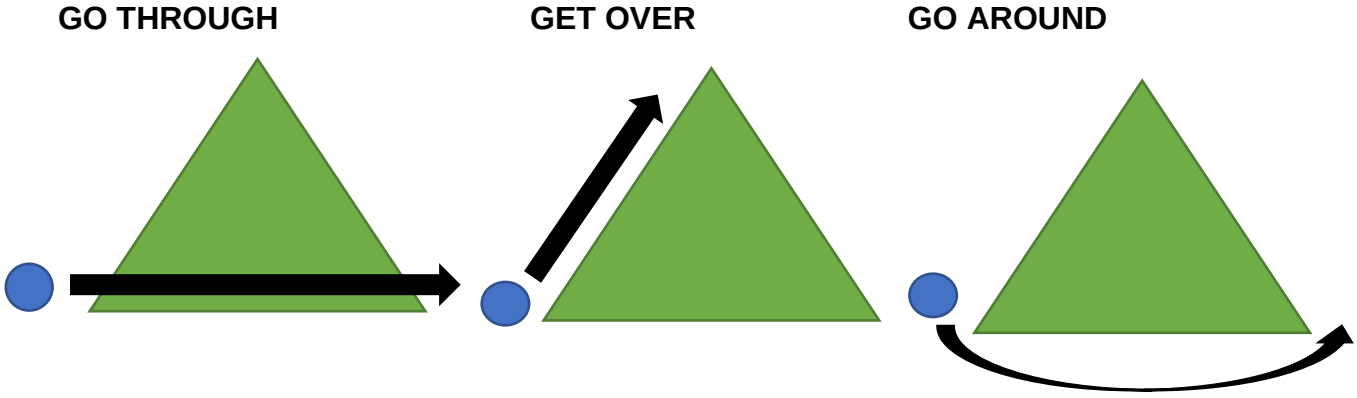
In addition, teachers will provide additional specific examples of conceptual metaphors such as PROBLEMS ARE WALLS, LIFE IS A JOURNEY, or RAGE IS FIRE, accompanied by appropriate visual schemas of their mapping. For this purpose, Figure 9 may serve as an example of mapping. It focuses on the conceptual metaphor HARDSHIPS ARE MOUNTAINS. Although it could be argued that HARDSHIPS ARE PHYSICAL SPACES may be a more appropriate metaphor, I believe that presenting a more specific example may be beneficial for students, since defining something as a 'physical space' may be somewhat abstract. I would encourage students to create similar mappings with other metaphors such as RAGE IS FIRE or LIFE IS A JOURNEY, although it may be beneficial to allow students to come up with the CMs by themselves.

Figure 9. Mapping of the metaphor HARDSHIPS ARE MOUNTAINS. (Based on Figure 4, “Cross-domain mapping from concrete source domain to abstract target domain” which was retrieved from Chung-hong, 2004, p. 62.)



To continue, Figure 10 may serve as an option for teaching students about schemas. In these cases, the blue circle is the trajector, while the green triangle is the landmark. These two concepts should be explained to students. After presenting these schemas to students, it may be beneficial to propose them to create their own schemas. It is important to emphasize that the visual schema is the same in both the physical and the abstract realm.

Figure 10*. Visual Schema of the PVs go through, get over, and go around.*



5.3.2 *Step 2: Developing Mind-Maps for the Acquisition of PVs*

During this step I will explain to students the manner in which mind-maps can be used for learning PVs. I will present a model of a mind-map which has been developed through the use of the app MindMup 2.0.

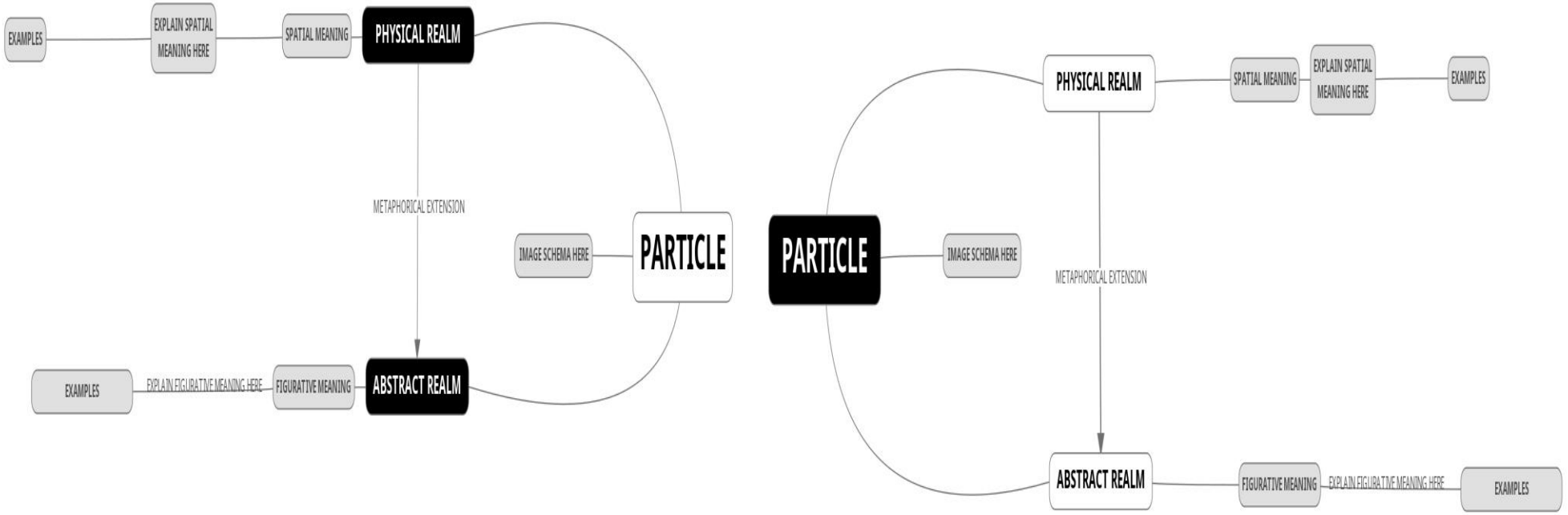
The source node from which all other nodes will stem from will be the specific particle which students will be working with. In the model, I have included two source particles, which would be used in cases where a given particle has a clear opposite. For instance, in cases where particles such as *in*/*out, up/down* or *on/off* are being represented. Nonetheless, in cases where there is no direct opposite particle, students should simply use one particle as a source node.

A node will stem from the source node, where the visual schema which represents a given conceptual metaphor will be placed. Moreover, two sibling nodes will stem from the source node, one which states 'physical realm' and one which states 'abstract realm'. They will both be linked by a line which represents the metaphorical extension by which the spatial meaning of a particle is mapped onto the abstract realm. In addition, from the node 'Physical Realm', a node will stem, which states 'spatial meaning'. From its counterpart 'abstract realm', a node will stem which states 'figurative meaning'. Up until this point, all Mental Maps will be similar, as the process of mapping meaning from the spatial to the abstract is the same in all PVs.

The specific spatial meaning of the particle will then be explained in a subsequent node, which will stem from the node 'Physical Realm'. For instance, in the case of the particle *up I* have explained that it means that vertical movement is occurring. A number of nodes will stem from this one where examples of this usage of the particle will be presented, such as 'we went up the mountain', 'we climbed up the stairs' or 'we picked up the phone'.

Figure 11 contains a template for the creation of such mind-maps in the cases where opposite particles exist.

Figure 11. *Mind-Map Template*.



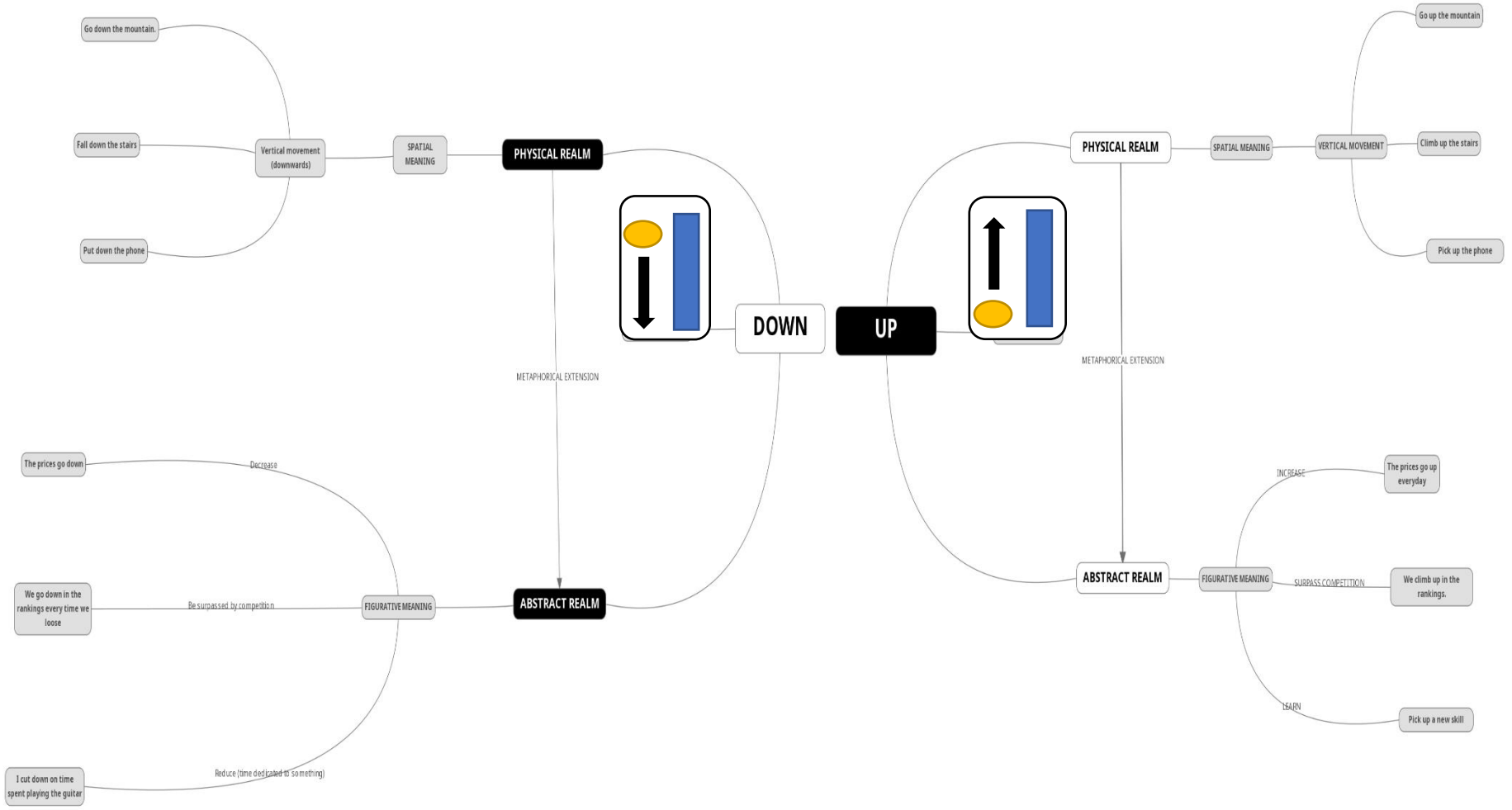
In order to show a practical example of a mind map-based methodology, Figure 12 contains an example of a mind-map which represents the particles *up* and *down*. These mind-maps accomplish the goal of presenting the relationships between the meanings of idiomatic and non-idiomatic PVs in a compact, visually appealing manner.

The mind-map serves as a visual representation of a metaphorical extension. To begin with, the idioms located in the 'Physical Realm' category are non-idiomatic. These idioms could be directional (*climb up, go up,* or *pick up* as depictions of vertical movement*)* or aspectual (*fill up*), and they are easier to learn, as their meanings can be inferred by looking at the verb and particle by which they are composed. On the other hand, idiomatic PVs (*climb up* as in surpass competition, *go up* as in increase or *pick up* as in start working on a skill) belong to the category 'Abstract Realm'. The meanings between the non-idiomatic and idiomatic PVs are related through metaphorical extension, and they are both represented by the same Image Schema.

As mentioned, the metaphorical extension occurs through conceptual metaphors. For instance, in the case of *'go up* in the rankings*', go up* means 'to surpass competition'. In this case, the conceptual metaphor by which the meaning of the non-idiomatic PV is extended to the idiomatic is SUCCESS IS A LADDER. Students will not be required to refer to these metaphors explicitly. Nonetheless, the thought process for comprehending metaphorical extension will involve Conceptual Metaphors.

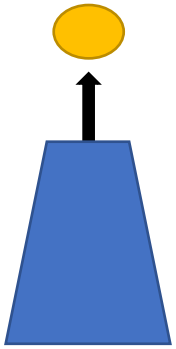
The final goal of the proposal would be to collect a number of mind-maps where all PVs relevant to the specific B2 curriculum are included. In order to accomplish this goal, students will work in groups. I will discuss the working system in the following section.

Figure 12. *Example of a mind-map with the particles down and up,* including the PVs *go up (idiomatic / non-idiomatic); climb up (idiomatic / non-idiomatic); pick up (idiomatic / non-idiomatic) ; go down (idiomatic / non-idiomatic) ; fall down (idiomatic / non-idiomatic); put down (non-idiomatic) ; cut down* (idiomatic).



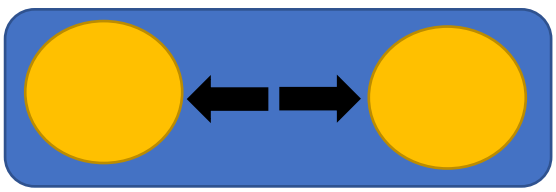
For the purposes of this proposal, I have only included a limited number of PVs per particle. Nonetheless, students will be encouraged to find as many examples which fit in as possible. For instance, the PVs *bring up*; *fill up ; blow up* or *take up* may be included. *To bring something up* means to mention something suddenly. It could be related to the PVs *sneak up* (to surprise someone) *blow up* (to explode) or pop up (to occur unexpectedly). All of these PVs share the idea of unexpectedness. As a result, students would have to think of a way to link together the directional meaning of *up* with the idiomatic meaning of *sudden*. For instance, students could depict an eruption (a sudden event where lava and smoke come out of a volcano vertically) such as in Figure 13. It is worth mentioning that the colors blue, black and yellow have been utilized with the goal of ensuring consistency between the different Image Schemas utilized in the proposal.

Figure 13. Image Schema for *bring up, sneak up, blow up,* and *pop up*.



On the other hand, in the case of the PVs *break up*, *cut* up, or *divide up,* figure 14 would serve as a better Image Schema. It would also serve as an Image Schema for the PVs, *separate out, break off* or *take away*. Therefore, while students will be assigned specific particles to work with, they will have to develop several Image Schemas in order to represent the various meanings of the PVs appropriately.

Figure 14. Image Schema for *break up, cut up, divide up*, *separate our, break off,* and *take away*.



5.5 Working System

Regarding the working system, students will work in groups of 5. Each group will be assigned an equal number of particles from figure 15, and they will have to develop mind-maps where they will represent the manner in which the physical meanings of the particles can be mapped into abstract meanings. Spring's (2018) list of particles will be used in order to select which particles will be worked on. Students will have to research which verbs their assigned particles can combine with. With that information they will develop a mind-map, which they will share with their peers in order to create a portfolio which encompasses all of these particles. Ideally, PVs containing these particles will be presented to students throughout the academic year. It would be beneficial to have students identify PVs in real communicative settings, which they would then have to represent.

When it comes to the time requirements of the method, ideally, it may be beneficial to provide students with the tools and to allow them to organize their own time. Since students will have to acquire a large number of PVs, I believe that this proposal should take place through a yearlong period of time.

In order to ensure that students work effectively during such a long period, students should become familiar with the essential aspects of Conceptual Metaphor Theory and with strategies for the creation of mind-maps. With this information, students may be able to develop their own mind-maps at any time. Nonetheless, I do believe that dedicating 4 sessions for students to become familiar with the process of creating mind-maps which aid in their acquisition of PVs may be beneficial, especially since group-work seems like a good option for the approach. Moreover, it may be beneficial to hold discussions about the reasoning behind the creation of a given mind-map during regular intervals, such as monthly. The purpose would be to ensure that students are working with the PVs at a constant rhythm and that results are shared and contrasted with their peers.

FIGURE 15. “List of particle meanings condensed into three categories” (Spring, 2018, p. 124).

Particle	Motion Meaning	Change Meaning	Time-Related
up	Move from a low position to a higher position (jump up, stand up, fly up)	Become higher/ better/more (go up, pile up, work up)	Do completely, properly, 100% - generally with a positive meaning (clean up, dress up, charge up)
down	Move from a high position to a lower position (sit down, lay down, fall down)	Become lower/bad/ worse/ less (let down, come down, run down)	Finish, achieve a goal – often with a negative meaning or downward image (break down, close down, hunt down)
in	Enter (go in, come in, walk in)		
out	Exit (go out, walk out, fly out)	(1) Disappear (go out, turn out, burn out) (2) Appear (come out, jump out)	Do completely – and something has disappeared (sell out, miss out, find out)
on	Move to a position of touching – usually stop (jump on, land on, fall on)	Become attached (stick on, clip on, tie on, put on)	Continue (move on, hold on, talk on)
off	Move to a position of not touching (jump off, fly off, set off)	Become unattached (take off, come off, pull off)	
back	(1) Return to original position (go back, come back, run back) (2) Move backwards (step back)	Return to original state (put back, steal back, get back)	
away	Move to a far(ther) location (run away, fly away, get away)	Disappear (fade away, wish away, wash away)	
after	To follow or chase (run after, go after, swim after)		
under (below)	Move to a position lower than something else (crawl under, walk under, go under)		
over	Move to a position higher than something else – or to traverse it (fly over, jump over, go over)	(1) Reverse 180 degrees on a vertical axis (flip over, turn over) (2) Change from standing to no longer standing (knock over, push over)	
across	Move from one side of something to the other side (walk across, swim across, drive across)		
along	Move on the same path as something (drive along, float along, go along)		Do something together/at the same time (sing along, read along, play along)
about/ around*	Move in a circle or to various places within (walk around, look around, go around)		
through	Move in one side and then out of the other (drive through, pass through, go through)		
apart		For a whole to become many parts (come apart, pull apart, rip apart)	
together		For many pieces to become one whole (put together, tie together, come together)	

Regarding materials, students will need access to a laptop and an internet connection. Moreover, a number of mind-map creating tools are accessible online. Nonetheless, for the purposed of this proposal, I will use MindMup 2.0 (https://drive.mindmup.com/). I believe that the app is accessible and easy to use, as well as offering a wide range of options for students to personalize their mind-maps. Moreover, it is free and integrated into Google Drive, which makes sharing the maps and collaborating on them possible. All in all, if students were to find

alternative apps which they prefer, it may be possible to discuss different platforms.

5.6 Assessment

Lastly, on the topic of assessment, students will receive feedback and comments both from the teacher and their peers, and they will be encouraged to share their work and implement feedback. The number of feedback sessions required will depend on the specific needs of the groups of students who develop the project. Nonetheless, I believe that one session per month may be adequate. While students will receive instructions for the development of the mind-maps, they will be free to make changes and adaptations. The goal of the mind-maps will be for students to develop their own materials, and therefore, the mind-maps themselves will not be assessed through a scoring system.

The final outcome of the project will be a portfolio where mind-maps which cover these particles will be included and shared with the class for them to acquire self-made learning materials for the learning of PVs.

When it comes to the assessment of the Mind-Maps, students will be evaluated in their groups Nonetheless, since the purpose of the project is for students to develop their own materials and share them with their peers, I believe that implementing a scoring system for mind-maps may be counterproductive. The reason is that since groups are going to share their created materials, all materials should be deserving of the maximum score in order to be included.

With this in mind, I will provide feedback to students for them to correct and continue developing their mind-maps. After the set time has passed, the mind-maps will be labeled valid or non-valid. A valid mind-map will accomplish the following goals:

- Visual scheme adequately represents both the directional and the abstract meaning of the PV.
- Valid examples of PVs are provided: they are properly selected and included and their meaning is clear. Even though this proposal does not mention how students should come into contact with PVs, I believe that

it would be beneficial for students to be asked to identify PVs in real communicative situations such as articles, interviews, or videos. It may be beneficial to include alternative representations of PVs, such as comics which display the action which is taking place, or short videos (perhaps GIFs).

- Mapping of physical and abstract realm is appropriate.
- PVs are placed in the right category. For instance, the PV *give up* should not be placed in the physical realm, since it is idiomatic.

We will not delve into the assessment of proficiency with PVs since the purpose of the innovative proposal is to aid students in developing their own materials. Nonetheless, I believe that an assessment method which focuses on meaningful communication would be appropriate.

6. DISCUSSION

While I believe that a Cognitive Linguistic approach to the teaching of PVs presents several advantages such as the implementation of a learning system and the use of visual learning, I am aware of the complexities that implementing such a system would bring.

To begin with, adopting a CL based approach is not common in ESL environments. Our proposal attempts to account for this concern by introducing students to the most important concepts of CL. Nonetheless, if a CL approach is exclusive to the teaching of PVs, it may cause continuity issues as such an approach would be a vast departure from common approaches. Therefore, it may be necessary to develop an ESL method based on CL which is developed throughout entire academic years in order to effectively implement this proposal.

To continue, time constraints are a concern. One of the advantages of memorization is that it takes almost no in-class time. Students can memorize PVs in their own time as long as they have the required lists. In contrast, this proposal requires sessions where concepts related to CL are explained as well as sessions dedicated to discussing and assessing the mind-maps.

Furthermore, the effectiveness of the method cannot be assessed until it is applied. While there is evidence which presents CLs approaches as advantageous, more research is required in order to analyze whether or not its application is realistic.

In addition, the requirement of a laptop may be problematic in certain cases. Nonetheless, it may be possible to adapt the proposal so that the mind-maps are created by hand if necessary. This, however, would in turn make cooperation between students more cumbersome, since they would not be able to work together on google drive.

Another point I would like to mention is that the approach places a lot of responsibility on the students. Students are tasked with researching the common PVs which contain specific particles. In addition, students are asked to create learning materials not only for them, but also for their peers. While I believe that this reinforces the notion that the students are the center of the learning process,

it does come with some risks. For instance, if a group of students didn't carry out their work, they would be having a negative impact on their peers. I believe that teachers should be aware of this issue.

To continue, I believe that not implementing a scoring system is a good option. However, dividing mind-maps into valid and non-valid may cause teachers to lose some nuance when it comes to assessing students. Nonetheless, by implementing effective feedback and assuring that students work consistently, this issue would be surpassed, and ideally would aid students in continuously developing their materials.

Moreover, I would like to make it clear that this proposal should not be implemented in isolation; the teaching of PVs should center around real communicative situations, and the materials developed through this proposal should serve as additional aids for students to learn.

An interesting way of assessing the effectiveness of the approach would be to present students with exercises which involve PVs that students are unfamiliar with in order to analyze whether or not they have developed an instinct, or a set of intuitions, for inferring the meanings of new PVs.

7. CONCLUSION

Overall, this innovative proposal takes CL into consideration, and as a result serves as a good alternative to memorization of PVs. Conceptual metaphors serve as a great starting point for the learning of several aspects of ESL, including PVs, as a result of the fact that they focus on the manner in which human cognition is related to the learning of language instead of presenting it in a vacuum. With this in mind, students were introduced to important concepts from CL through an online video.

Moreover, from my point of view, the implementation of visual learning into the teaching of PVs may have benefits in the motivation of students as well as in the acquisition of this aspect of vocabulary. In this regard, both visual schemes and mind-maps will serve this purpose.

To continue, I have implemented ICTs into the proposal in order to take full advantage of the benefits which they bring to the table. In this area, Mindmup 2.0 will serve as an intuitive and effective platform for the creation of mind-maps. It will also make cooperation between students quite easy, as it can be linked to Google Drive. The issue of accessibility was also taken into consideration; in this regard, the platform is free and does not require any type of installation. Nonetheless, I would also like to mention that if necessary, it would be possible to implement this approach without the use of this platform. However, this would be suboptimal, especially when it comes to collaboration between students.

Furthermore, the proposal places students at the center of the learning process, as it requires them to conduct their own research and collaborate amongst themselves, both in groups and as a class, in order to craft materials for them to use.

Nonetheless, there are a number of concerns which were discussed amongst which issue of continuity should be highlighted, as introducing ESL for the purpose of PVs exclusively may be counter-productive. It must also be considered that this proposal may present a more time-consuming approach to the teaching of PVs, when compared to memorization. Therefore, an improvement in the results of students who participate in this approach will be required in order to affirm that the approach is superior.

In spite of these concerns, while more research is required in this area, I believe that the proposal serves as a good starting point for the introduction of CL into ESL classrooms, and I hope that it may serve as a response to the difficulties which the learning of PVs entails.

8. REFERENCES:

Alejo, R. (2010). *L2 Spanish Acquisition of English Phrasal Verbs: A Cognitive Linguistic Analysis of L1 influence.* University of Extremadura.

Budd, John. (2004). Mind Maps As Classroom Exercises. Journal of Economic Education. 35. 35-46. 10.3200/JECE.35.1.35-46.

Buran, A. & Filyukov, A. (2015), Mind Mapping Technique in Language Learning. Procedia - Social and Behavioral Sciences Volume 206, 17 October 2015, Pages 215-218 Retrieved from: https://www.sciencedirect.com/science/article/pii/S1877042815051435

Casco. M. (2009).The Use of “Mind Maps” in the Teaching of Foreign Langua ges.

Chung-hong, L. (2004). *The Particle-based Learning of English Phrasal Verbs: A Conceptual Metaphor and Image Schema Based Approach.* The Chinese University of Hong Kong.

Croft, W. & Cruse, D. (2004). *Cognitive Linguistics.* Cambridge University Press.

Collins Dictionary. (n.d.). Unpack. In *Collins Dictionary.* Retrieved from https://www.collinsdictionary.com/dictionary/english/unpack

Cutchley, A. (2007). *Comprehension of idiomatic verb + particle constructions in 6- to 11-year-old children*. First Language Volume 27 Issue 3.

Ganji, M. (2011). *The Best Way to Teach Phrasal Verbs: Translation, Sentential Contextualization or Metaphorical Conceptualization?* Theory and Practice in Language Studies, Vol. 1, No. 11, pp. 1497-1506. Retrieved from: https://www.semanticscholar.org/paper/The-Best-Way-to-Teach-Phrasal-Verbs%3A-Translation%2C-Ganji/47488710c7669a4472d6a9c1a7ad54f616353ec5

Gardner, D. & Davies, M. (2007). *Pointing Out Frequent Phrasal Verbs: A Corpus-Based Analysis.* Tesol Quarterly Volume 41, Issue 2. Retrieved from: https://onlinelibrary.wiley.com/doi/abs/10.1002/j.1545-7249.2007.tb00062.x

Geary, J. 2009. Metaphorically Speaking. [Video]. Youtube. Retrieved from https://www.youtube.com/watch?v=2cU56SWXHFw

Gómez, M.I. & King, G. (2014). Using mind mapping as a method to help ESL/EFL students connect vocabulary and concepts in different contexts. TRILOGÍA. Ciencia, Tecnología y Sociedad, 10, 69-85.

Hart, C. (2017). *The Ultimate Phrasal Verb Book: For ESL and EFL Students by Carl W. Hart. Barron's Educational Series.* Retrieved from: https://books.google.es/books?hl=es&lr=&id=QO5wDwAAQBAJ&oi=fnd&pg=PP7&dq=The+Ultimate+Phrasal+Verb+Book:+For+ESL+and+EFL+Students+by+Carl+W.+Hart.+Barron%27s+Educational+Series&ots=kCzVOo0Khu&sig=KuSwhp5K9QP8LgEMTl_c5MXU4x0#v=onepage&q&f=false

Hilpert, M. (2015). A course in Cognitive Linguistics: Metaphor. [Video]. YouTube. (https://www.youtube.com/watch?v=R0BYLpwSM6E)

Hirshfield, J. (2012). The Art of the Metaphor. [Video]. Retrieved from https://ed.ted.com/lessons/jane-hirshfield-the-art-of-the-metaphor#review

Hoang, H. (2014). *Metaphor and Second Language Learning: The State of the Field*. The Electronic Journal for English as a Second Language, Volume 18, Number 2. Retrieved from http://www.tesl-ej.org/wordpress/issues/volume18/ej70/ej70a5/

Kamarudin, R. & Zarmin, A. (2018). *The Descriptions of Phrasal Verbs in Language Reference Materials.* International Journal of Applied Linguistics and English Literature. Retrieved from: https://www.researchgate.net/publication/329704069_The_Descriptions_of_Phrasal_Verbs_in_Language_Reference_Materials

Kharitonova, A. (2013). *Lexical transfer and avoidance in the acquisition of English phrasal verbs*. University of Oslo.

Kovács, É. (2011). The traditional vs. cognitive approach to English phrasal verbs. Journal of Linguistics, (1), 141-160.

Kövecses, Zoltán. (2017). Conceptual metaphor theory.

Lakoff & Johnsen. (1980). *Metaphors we Live By*. "Conceptual Metaphor in Everyday Language," Journal of Philosophy 77, no. 8 (August 1980) : 453-86

McCarthy, M. & O'Dell, F. (2004). *English Phrasal Verbs in Use.* Cambridge University Press.

Macwan, H.J. (2015). *USING VISUAL AIDS AS AUTHENTIC MATERIAL IN ESL CLASSROOMS.* Research Journal of English Language and Literature (RJELAL). Vol.3. Issue. 1. 2015

MindMup. (2013-2020). Sauf Pompiers Ltd. https://www.mindmup.com/resources/privacy_policy.html

Neagu, M. (2007). *English Verb Particles and their Acquisition. A Cognitive Approach.* RESLA 20 (2017), pp. 121-138.

Rudzka-Ostyn, B. (2003). *Word Power: Phrasal Verbs and Compounds: A Cognitive Approach*.

Spring, R. (2018). *Teaching Phrasal Verbs More Efficiently: Using Corpus Studies and Cognitive Linguistics to Create a Particle List*. Tohoku University.

Szabó, Z. (2017), "Compositionality", The Stanford Encyclopedia of Philosophy. Edward N. Zalta (ed.), Retrieved from <https://plato.stanford.edu/archives/sum2017/entries/compositionality/>.

Thim, S. (2012). *Phrasal Verbs: The English Verb Particle construction and its History*. Walter de Gruyter GmbH, Berlin / Boston.

Thom, D. (2017). *How to Teach Phrasal Verbs Using Conceptual Metaphors.* Western Oregon University. Retieved from https://digitalcommons.wou.edu/english_studentpubs/1

Ungerer, F. & Schmid, H. (2013). *An Introduction to Cognitive Linguistics*. Routledge. Retrieved from https://books.google.es/books?hl=es&lr=&id=AVIVAgAAQBAJ&oi=fnd&pg=PP1

&dq=An+Introduction+to+Cognitive+Linguistics&ots=TWeNTeEU7n&sig=frH-n7EArg6-I3JESpouTZ4o-D4#v=onepage&q=An%20Introduction%20to%20Cognitive%20Linguistics&f=false

Yasuda, S. (2012). *Learning Phrasal Verbs Through Conceptual Metaphors: A Case of Japanese EFL Learners*. TESOL quarterly. Retrieved from: https://www.onlinelibrary.wiley.com/doi/abs/10.5054/tq.2010.219945